

# **Hammond Park Primary School**

## **Business Plan**

### **2020 - 2022**







At Hammond Park Primary School, our student enrolments continue to grow. As we transition to a large school, our culture continues to evolve; however, the one thing that has not changed is our genuine commitment to our students, their families and our community.

Over the years, we have established strong processes for addressing challenges and providing opportunities every day, in every classroom, with every student to maintain the momentum for ongoing improvement.

In term four of each school year in readiness for the following year, we reflect on and celebrate our past successes and identify the things we need to improve upon.

We highly value and build teaching and learning excellence by supporting our teachers, allied professionals, agencies and our families to drive our improvement agenda and support the important work of our school in providing every student with a pathway to a successful future.

As we embark upon our new Business Plan journey, we have identified five priority areas that will drive our ongoing improvement agenda over the next three years.

I look forward to celebrating our successes and working closely with the Hammond Park Primary School Board and our community to enable our vision, beliefs and values as we continue "Learning Together Every Day".

Jennifer Lee  
Principal  
Hammond Park Primary School



## Priority One

# LEARNING ENVIRONMENT

*'Provide every student with a pathway to a successful future'*

### VISION:

- Provide a safe, respectful and tolerant learning environment that supports and promotes wellbeing and educational achievement for all students

### GOALS:

All students have the opportunity to:

- achieve building blocks on which their future success is built
- achieve vital foundational competencies in literacy and numeracy
- develop the skills to work collaboratively in teams and think critically and creatively
- engage in STEM skills across the curriculum
- learn and practise strategies that support and promote resilience, optimism, confidence and self-efficacy
- express opinions and contribute to shaping future directions of the school
- embrace the cultural diversity that exists in our school



## CORE STRATEGIES:

- Provide high quality learning experiences for students in their first years of schooling that are guided by Hammond Park Primary School's 'Play Philosophy'
- Focus effort and resources on the early years, particularly for those children who are at risk of not succeeding, using well-established SAER processes, accessing support agencies and School Psychology Services
- Inform teaching and learning in the early years by using the West Australian Curriculum, the Early Years Learning Framework and the National Quality Standard
- STEM opportunities provided by Specialist Technologies teacher
- Create culturally responsive classrooms by respecting and valuing diversity
- Annual Global Picnic held to celebrate the diversity that exists in our school
- Use the Aboriginal Cultural Standards Framework (the Framework) as a structure for all staff to reflect on their practices and identify opportunities to build on existing knowledge and skills
- Use the Framework to build an environment that is welcoming for Aboriginal students and non-Aboriginal students and their families
- Student voice is heard through analysis of targeted surveys conducted throughout the year
- Parent voice is heard through analysis of targeted surveys conducted following key events throughout the year
- Staff voice is heard through analysis of targeted surveys conducted to inform school processes and procedures
- Support student health and emotional wellbeing through whole-school programs and policies
  - o PBS (Positive Behaviour Support)
  - o Good Standing Policy
  - o Students at Educational Risk (SAER)
  - o Friendly Schools Plus
  - o Chaplaincy Program
  - o Student Leaders
  - o Runners' Club and Jump Jam
  - o Bullying No Way day
  - o Wheel and Heel days
  - o RuOK Day





## Priority Two

# HIGH QUALITY TEACHING

*'Staff members at Hammond Park Primary School are engaged in the common pursuit of delivering a great education to every child enrolled at our school'*

### VISION:

- Strengthen support for teaching and learning excellence in every classroom
- School leaders create a culture where staff are valued, treated with respect, trusted, have opportunities to collaborate, and grow their professional capabilities
- Maintain a culture that expects and supports improved teaching practices

### GOALS:

Support teachers and allied professionals to:

- Work collaboratively to use student achievement data and examine the impact of different teaching strategies on student progress
- Embed whole school approaches and professional collaboration to strengthen teaching, learning and leadership
- Maintain their health and well-being



## CORE STRATEGIES:

- Ensure opportunities are provided for teachers to receive constructive feedback about their classroom practice
- Teacher performance and development is mapped against the AITSL Australian Professional Standards for Teachers (the Standards)
- Teachers are supported to use data to inform and differentiate teaching and learning opportunities in the classroom
- Assessment and reporting is supported by moderation processes
- Quality practices are celebrated and shared
- HPPS' Instructional Model is used to plan
- Teacher collaboration is focused on student progress
- Build strong partnerships between families and school
- Formulate and build strong partnerships with the Cockburn Central Education Network and Teacher Development Schools
- Quality data collected from the Community, Student and Teacher Voice project is used to harvest the ideas and opinions of the school community and redirect the focus of future improvements.



## Priority Three

# STUDENT ACHIEVEMENT

*'Use evidence to drive decision-making'*

### VISION:

- NAPLAN and On-entry data is used to establish Strategic Targets
- Analyse a range of data sets to pinpoint issues, understand challenges, assess impact and redirect effort

### GOALS:

Support teachers to:

- use a range of student achievement data to identify and plan for students who need additional support
- use a range of student achievement data to identify and plan for students who need opportunities to extend their skills beyond the standard for their year level
- work together to examine the impact of their teaching strategies on each and every student
- take collective responsibility for student progress
- analyse progress from On-entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN





## CORE STRATEGIES:

- HPPS Assessment Schedule informs data collection across all year levels
- Moderation processes are well known and used by all teachers
- Moderated data informs targeted teaching, teacher judgements and grade allocations
- Collect and analyse data from sample groups to track progress and inform cohort planning (On-Entry to Year 2 sample groups, Year 4 –Year 6 sample groups, Year 4-6 extension sample group)
- Teachers use DataHub and CNAP to analyse data and design learning plans for groups and individual students
- Teachers and allied professionals attend ongoing scheduled professional learning on analysing data
- Teachers meet regularly and at point of need to discuss student achievement in affective domains such as PBS
- Specialist teachers meet regularly to:
  - o share best practice for the range of classes they teach
  - o takes responsibility for student progress and achievement in the context of their Learning Area
  - o align operational plans with whole school events and year level focus areas
- Survey teachers to evaluate the effectiveness of whole-school approaches, including PBS
- Use teacher feedback data to make adjustments to identified areas
- Learning Journey held in term one each year to showcase student work and build partnerships with parents and caregivers

## STRATEGIC TARGETS

- Year 5 performance in band seven and beyond is equal to or above Like Schools in all areas tested (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy)
- Year 3 performance in band five and beyond is equal to or above Like Schools in all areas tested (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy)
- Performance in all areas tested is equal to or above like schools
- 80% of our stable cohort make 'moderate' to 'very high' progress in Year 3 NAPLAN (Numeracy and Reading) compared to On-Entry
- 80% of our stable cohort make 'moderate' to 'very high' progress in Year 5 NAPLAN (Numeracy and Reading) compared to Year 3 NAPLAN



## Priority Four

# LEADERSHIP

*'Create a school culture built on strong purposeful relationships between all members of the school community'*

### VISION:

- Effective distributed leadership model

### GOALS:

- Support and build the leadership capabilities of our teachers and our allied professionals
- Value the commitment of our allied professionals to contribute to our school's educational programs
- Provide opportunities for identified aspiring leaders
- Provide students with leadership opportunities
- Teachers and allied professionals, School Board and community members develop a Reconciliation Action Plan



## CORE STRATEGIES

- The profile of Faction Captains, Prefects and PBS Leaders is collaboratively constructed and adjusted annually
- Leadership teams involved in construction of Roles and Responsibilities
- Review, reflect and refine leadership processes in place
- Support teachers in the Level 3 classroom teacher process
- Encourage and enable Team and Learning Area Leaders to further develop their leadership capacities:
  - o Professional learning
  - o Leadership time
  - o Team Leaders' Meetings
  - o Coaching and mentoring
- Induction processes for new teachers and graduate teachers
- Identify and encourage potential Cockburn Central Education Network Leaders
- Support aspirant leaders through Employee Performance
- Support graduate teacher programs with the universities
- Develop Student Leaders' program collaboratively to include:
  - o Student Voice in newsletters
  - o Roles and Responsibilities
  - o Rosters and communication
  - o Personal and social attributes
- Develop the cultural responsiveness of school leaders through identified Professional Learning and targeted projects





## Priority Five

# COLLABORATIVE PARTNERSHIPS and LEARNING COMMUNITIES

*'Partner with families, communities and agencies to support the educational engagement of every student'*

### VISION:

- Develop and use knowledge of family histories and experiences, cultures and languages, and relationships
- Positively support student well-being and achievement
- Our school motto "Learning Together Every Day" symbolises our lasting commitment to each other and the learning of all students
- Teachers at Hammond Park Primary School are professional and hard working. They support each other and work and learn together in a collaborative and professional way
- Every student is capable of successful learning
- Knowing the families of the children we teach and working with them as partners is essential
- All members of our collaborative learning community should regularly reflect on their words and actions towards each other
- We have high social, behavioural and academic expectations of all students
- We work together to ensure that we have a safe, respectful and tolerant learning environment that supports and promotes academic rigour

### GOALS:

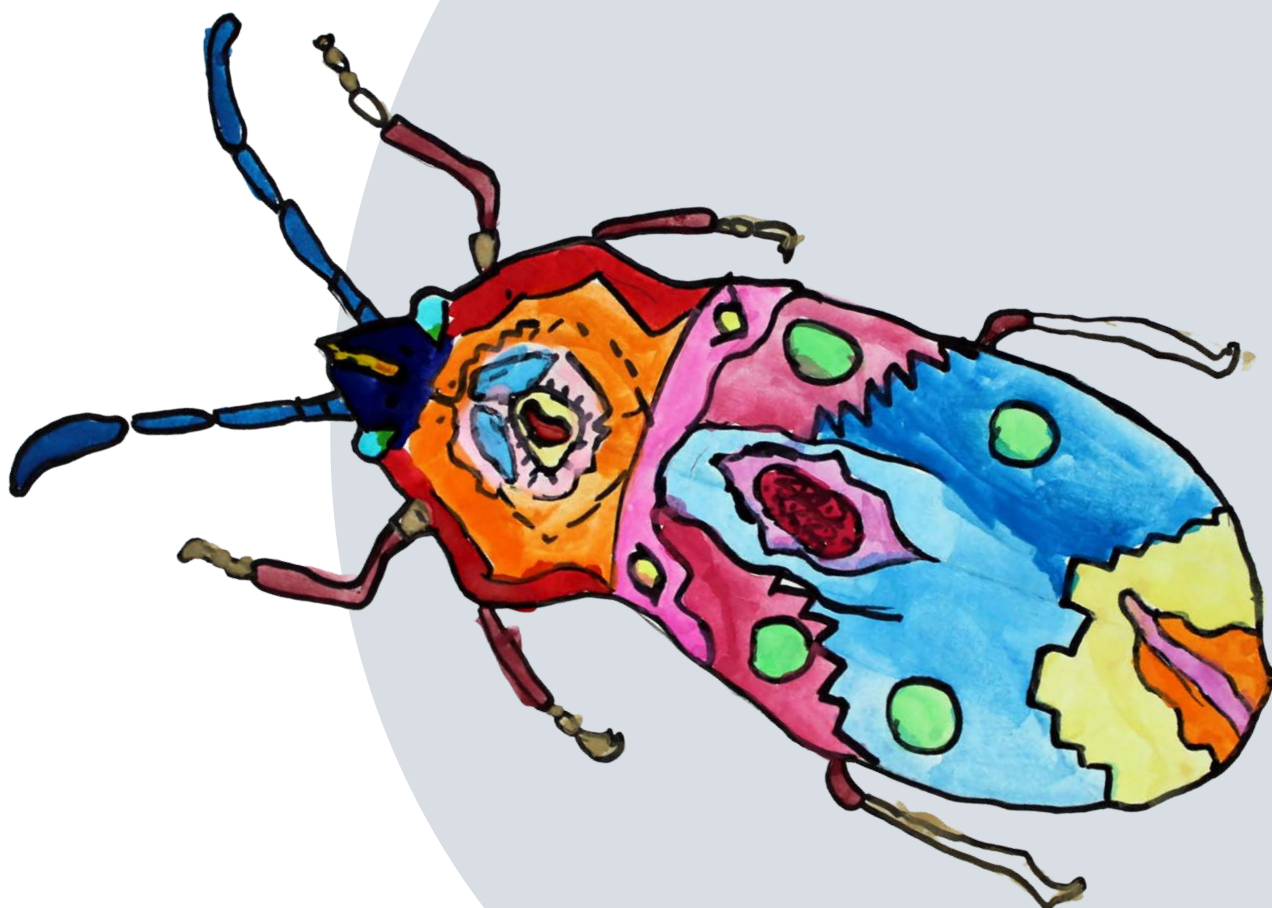
- Maintain effective and collaborative partnerships with the Cockburn Central Education Network (CCEN) and the Hammond Park Cell
- Work alongside School Board members in a consultative and decision making capacity to achieve the best outcomes for students
- Maintain and extend partnerships with the Parents and Citizens' Association
- Embrace the cultural diversity that exists in our school
- Listen to staff, student and community voice
- Reflect on and adjust school events based on feedback



## CORE STRATEGIES:

### Whole school

- Early Childhood K-2
  - o Play Philosophy
  - o Parent Information Sessions – Kindergarten
  - o Teddy Bears' Picnic – Kindergarten Orientation
  - o Loose Parts Play
- Year 3 - Year 6
  - o EAL/D interviews at enrolment
  - o SAER interviews for identified at risk students, at the beginning of each new school year
  - o External agency support (eg LDC)
- Global Picnic/Harmony Day
- Interschool Events
- Runners' Club
- Learning Area events and excursions
- Parent/Teacher interviews at point of need
- Learning Journey







*"Learning Together Every Day"*





All artworks in this document were created by the students of Hammond Park Primary School